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ABSTRACT

This Child Development Associate (CDA) training module enables CDA interns to identify, prescribe, plan and implement activities and lessons which foster the development of gross motor skills in young children. At a satisfactoy level of proficiency the trainee will be able to identify levels of gross motor maturation, select appropriate equipment, and prescribe and implement a lesson or activity. Instructional and behavioral objectives are given. The teacher's materials consist of a pre-test and the field supervisor's directions, an answer key, and an activity list. The student's materials include an activity list, directions for activities and nine lessons. A brief overview of motor development is included. (Author/RH)

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CHILD DEVELOPMENT ASSOCIATE TRAINING PROGRAM

UNIT IV

MOTOR DEVELOPMENT IN YOUNG CHILDREN

Unit Overview

INTRODUCTION TO BASIC KNOWLEDGE AND CONCEPTS OF MOTOR DEVELOPMENT

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School District of Philadelphia

THE CHILD DEVELOPMENT ASSOCIATE TRAINING PROJECT

UNIT IV

UNIT OVERVIEW

MOTOR DEVELOPMENT

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A Joint Project of: Community College of Philadelphia
Research for Better Schools, Inc.
School District of Philadelphia

Unit 4

Unit Cverview

Resource Person Directions

PURPOSE OF THE ACTIVITY	EQUIPMENT AND MATERIALS	DIRECTIONS
To provide the trainee with an introduction to some basic knowledge and concepts about motor development.	Activity Folder U4-Overview	1. Have trainees read the Unit Overview. 2. Read the Unit Overview. 3. Be available to answer questions.

Unit 4

Unit Overview

Trainee Directions

PURPOSE OF THE ACTIVITY	EQUIPMENT AND MATERIALS	DIRECTIONS
To provide you with an introduction to some basic knowledge and concepts about motor development.	Activity Folder U4-Overview	1. Read the Unit Overview.

Unit 4

Unit Overview

MOTOR DEVELOPMENT

This unit is about motor development. Motor development means having children learn to move and use their bodies in a way that is easy and useful for them.

Preschool children cannot do all of the things grown-ups can do with their bodies. They must learn how to jump, hop, climb, and hold things in a way that will eventually be very useful to them. They must learn these things in order to be able to communicate with others, to become independent and to feel good about themselves and what they can do.

Children spend a lot of time learning how to use their bodies. At first, many of the things they learn are things that cannot be taught.

Children seem to learn by themselves such things as sitting, standing, crawling and walking. When children enter preschool, the kind of experiences they are offered for using their bodies seems to help them develop their motor skills more easily.

This unit has two modules. The first module is about the development of gross motor skills. By gross motor skills, we mean helping children develop the skills needed to move and balance themselves. The second module is about the development of fine motor skills. By fine motor skills, we mean helping

Unit 4

Unit Overview

children develop the skills needed to hold, to grasp and to use the things they hold in a way that requires the least amount of time and effort.

When you complete this unit, you will know:

1. what gross and fine motor skills are;

2. how to identify, prescribe, plan and implement lessons and activities which will foster the development of both gross and fine motor skills.

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CHILD DEVELOPMENT ASSOCIATE TRAINING PROGRAM

UNIT IV

MOTOR DEVELOPMENT IN YOUNG CHILDREN

Module 1

FOSTERING THE DEVELOPMENT OF GROSS MOTOR SKILLS IN YOUNG CHILDREN

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THE CHILD DEVELOPMENT ASSOCIATE TRAINING PROJECT

Unit IV

MOTOR DEVELOPMENT IN YOUNG CHILDREN

Module 1

FOSTERING THE DEVELOPMENT OF GROSS MOTOR SKILLS IN YOUNG CHILDREN

Product Developer

Helene Gerstein

Edited By

Marcella Lingham

Project Director

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A Joint Project of: Community College of Philadelphia
Research for Better Schools, Inc.
School District of Philadelphia

Unit IV

Module 1

Unit IV

MOTOR DEVELOPMENT IN YOUNG CHILDREN

Overview

of

Module 1

FOSTERING THE DEVELOPMENT OF GROSS MOTOR SKILLS IN YOUNG CHILDREN

PURPOSE OF THE MODULE

It is the purpose of this module to have trainees acquire the knowledge, understanding and skills necessary for fostering gross motor development.

Unit IV

Module 1

COMPETENCY

The trainee can identify, prescribe, plan and implement activities and lessons which foster the development of gross motor skills in young children.

INSTRUCTIONAL OBJECTIVES

Entry	Intermediate	Mastery
The trainee will know what gross motor skills are.	Trainee will know why gross motor skills are taught and how to plan for fostering their development.	
The trainee will know what to do to identify where each child is in their developmental stage of gross motor skills.	The trainee will know how to identify, prescribe and plan for the fostering of the development of gross motor skill.	
The trainee will know what indoor and outdoor equipment and activities are appropriate for fostering the development of gross motor skills.	The trainee will know why the equipment is appropriate and how to arrange it to foster the development of gross motor skill.	The trainee will be able to identify levels of gross motor maturation, selecting equipment, prescribing and implement an appropriate activity or lesson in order to foster the development of a gross motor skill.

Unit IV

Module 1

BEHAVIORAL OBJECTIVES

Entry Level

Given an observational task, the trainee can identify gross motor development levels with 85% accuracy by using an appropriately developed observational form.

Intermediate Level

Given a preschool classroom, the trainee can select, justify and arrange the classroom using appropriate equipment and materials for fostering the development of gross motor skills with 85% accuracy.

Mastery Level

Given three preschool children, the trainee can identify their levels of gross motor maturation, and prescribe, plan and implement an appropriate lesson or activity which will foster their gross motor development with 85% accuracy.

Unit IV

Module 1

PRETEST

If ... you think you may already know how to do the things in this module:

1. See the Resource Person and describe why you think you may already know to do these things.

2. Review the pretest with the Resource Person and decide with the Resource Person if you will try it.

If ... you do not wish to take the pretest, or do not know how to do these things:

1. Fill out the cover sheet for this module.

2. Begin work on Activity 1.

UIV

Module 1

Pretest

Resource Person Directions

EQUIPMENT AND MATERIALS	DIRECTIONS
Answer key for Part A	1. Read trainee directions for Part A and Part B of pretest. 2. When trainee has finished Part A, use answer key to score this part of the pretest. A. Section 1 1. 10 points 2. 30 points (3 points for each correct skill) B. Section 2 1. 30 points (3 points for each correct item) 2. 30 points (3 points for each correct item) Trainee must have a minimum score of 34 points in Section 1 and a minimum score of 51 points in Section 2 or a total combined score of 85 to go on to Part B. 3. Notify the Field Supervisor of trainees who do go on to Part B. Field Supervisor will notify you of trainee's performance in Part B. 4. Trainee who successfully completes Part A and Part B of pretest has mastered out of the module. Have conference with trainee and determine which module trainee wants to do next. 5. Trainee who is unsuccessful in Part A, have conference and review Part A with the individual and have work in module. 6. Trainee who is unsuccessful in Part B, have conference and review Part B with the individual. Identify activities within module that trainee needs and have trainee do these activities and the mastery activity.

Unit IV

Module 1

Pretest

Field Supervisor Directions

EQUIPMENT AND MATERIALS	DIRECTIONS
None	1. Read trainee directions for Part B. 2. Trainee will contact you as to the time to come and observe. 3. Prior to the observation, review the: A. observation sheet for each child selected to determine if the information recorded is appropriate and correct; B. lesson or activity plan to determine if the information included is appropriate and correct for the identified skill; C. planning chart to determine if the information included is appropriate and correct. 4. Observe the trainee to determine: A. if the skill identified is appropriate for the three children; B. if the children selected need work on the skill; C. if the lesson or activity is appropriate for the skill the trainee is helping to develop; D. if the way in which the trainee is working with the children is helping them develop the skill selected. 5. Each part of Item 3 and Item 4 is worth 14.3 points. Trainee must have a score at least 85 to master this part of the pretest. 6. Notify the Resource Person of trainee's score for Part B of this pretest.

Unit IV

Module 1

Pretest

ANSWER KEY

PART A

SECTION 1

1. Gross motor development means anything that has to do with how a child achieves balance and/or locomotion.

2. For Three Year Olds

   - balance on one foot for a few seconds;
   - catch a big ball;
   - throw a ball without losing balance;
   - jump about 2 feet, landing on both feet;
   - walk on the balance board without falling off;
   - hop on toes with both feet off the ground at the same time;
   - walk up three steps using every other foot on a step without holding on to anything;
   - ride a tricycle;
   - balance himself well while on his toes;
   - carry a cup of water without spilling any of it;
   - walk in a squatting position;
   - skip on one foot;
   - walk down a long flight of stairs holding on to something and using every other foot;

Unit IV

Module 1

Pretest

ANSWER KEY

SECTION 1 (cont.)

For Four Year Olds

- stand on one foot for a long period of time;
- balance on toes for several minutes;
- walk long distances on tip toes;
- hop about 16 feet on one foot;
- skip with both feet;
- march in time to music;
- kick a soccer ball;
- walk down the stairs using every other foot on a step;
- walk across a balance board very quickly;

SECTION 2

For Items 1 and 2:

A. Skill -

The skills listed should be on the lists given in Section 1.

B. The indoor and outdoor equipment and materials should be appropriate for that skill.

C. The reason should show that the trainee understands the relationship between the equipment and the skill.

Unit IV

Module 1

ANSWER KEY

PART B

See Field Supervisor Directions.

Unit IV_____

Module 1_____

NAME_____

DATE_____

PLACEMENT TEST

Time Started _____

Time Finished _____

Mastery _____

No Mastery _____

Resource Person_____

Unit IV
Module 1

Pretest
Trainee Directions

EQUIPMENT AND MATERIALS	DIRECTIONS
Activity Folder U4-M1-PT	1. Read the directions and complete Part A of pretest. 2. Give your pretest to your Resource Person when you have finished. 3. You have three hours to complete Part A of the pretest. 4. Do not go on to Part B until you are told to do so.

Unit IV

Module 1

PRETEST

PART A

SECTION 1

Directions

Read each item and write your answer in the space below each item.

1. What is meant by the term gross motor development?

2. Make a list of ten gross motor skills which are appropriate for the age group with whom you are working. Write the age group at the top of the list.

Unit IV

Module 1

Pretest

SECTION 2

PART A

Directions

Read each item and write your answer on the answer sheets.

1. On Answer Sheet #1, do the following:

   A. In the left column, list five gross motor skills that are appropriate for the age group with whom you are working.

   B. In the center column, list the equipment and/or materials that you would use to teach the skill. Do this for every skill you listed.

   C. In the right column, tell why you would use the equipment and/or material to teach that skill. Do this for every skill you listed.

2. On Answer Sheet #2, do the following:

   A. In the left column, list five gross motor skills that are appropriate for the age group with whom you are working.

   B. In the center column, list the equipment and/or materials that you would use to teach the skill. Do this for every skill you listed.

When you have finished Section A, give it to your Resource Person. Do not go on to Part B until your Resource Person tells you to do do.

Unit IV

Module 1

ANSWER SHEET #1

INDOOR EQUIPMENT FOR DEVELOPING GROSS MOTOR SKILLS

SKILL	INDOOR EQUIPMENT AND MATERIALS	REASON WHY EQUIPMENT OR MATERIALS IS APPROPRIATE FOR THE SKILL

Unit IV

Module 1

ANSWER SHEET #2

OUTDOOR EQUIPMENT FOR DEVELOPING GROSS MOTOR SKILLS

SKILL	OUTDOOR EQUIPMENT AND MATERIALS	REASON WHY EQUIPMENT OR MATERIALS IS APPROPRIATE FOR THE SKILL

Unit IV

Module 1

Pretest

PART B

This part of the pretest is to be done in your center. Read all of Part B, before you begin to work.

You will have ten days to complete this part of the Pretest. You are to do the following:

1. Identify and select three children who need to work on the same skill.

   - To do this, you will observe some children and based on your observations, you will select three children and identify the skill they need to work on. Use the observation sheets at the end of this activity to do your observations.

2. Identify a lesson or activity which will teach or foster the development of the skill the three children need.

3. Write a lesson or activity plan for teaching the skill.

4. Fill out the Planning Chart included in this pretest. In the left column, list the names of the children with whom you will be working. In the center column, write the skill you will be working on. In the right column, write the lesson or activity you will be using to teach or foster the development of that skill.

5. Set up a time for your Field Supervisor to come and observe you doing your lesson or activity. Make sure you notify your Field Supervisor and your center director or supervisor.

6. When your Field Supervisor comes to observe you, give her the following before you implement your lesson or activity:

   A. observation sheet for each child selected;

   B. lesson or activity plan;

   C. planning chart.

Unit IV

Module 1

Pretest

When your Field Supervisor comes to visit and observe you, she will be looking for the following things:

A. to see if the skill is appropriate for the children you selected;

B. to see if the children selected need work on the skill;

C. to see if the lesson or activity is appropriate for the skill you are helping to develop;

D. to see if the way you work with the children is helping them develop the skill you selected.

Unit IV

Module 1

OBSERVATION SHEET
FOR
GROSS MOTOR SKILLS

Name of Child: _____

Age of Child: _____

Pretest

_____

A	B	C	D

Unit IV

Module 1

OBSERVATION SHEET
FOR
GROSS MOTOR SKILLS

Name of Child: _____

Age of Child: _____

Pretest (cont.)

A	B	C	D

Unit IV

Module 1

OBSERVATION SHEET

FOR

GROSS MOTOR SKILLS

Name of Child: _____

Age of Child: _____

Pretest (cont.)

A	B	C	D

Unit IV

Module 1

Pretest

PLANNING CHART

NAME OF CHILDREN TO BE TAUGHT	NAME OF SKILL TO BE TAUGHT	LESSON OR ACTIVITY TO TEACH THE SKILL

Unit IV

Module 1

RESOURCE PERSON AND FIELD SUPERVISOR ACTIVITY LIST

ACTIVITY	MODE OF INSTRUCTION	MATERIALS
1 Module Introduction	I	Activity Folder UIV-M1-A1
2 Learning about Gross Motor Development	I	Activity Folder UIV-M1-A2
3 Finding Out What Gross Motor Skills Your Children Have and Need	I	Activity Folder UIV-M1-A3
4 Field Activity	I	Activity Folder UIV-M1-A4 Observation Sheets
5 Selecting Equipment and Material In Order to Foster The Development of Gross Motor Skills	I	Activity Folder UIV-M1-A5
6 Field Activity	I	Activity Folder UIV-M1-A6
7 Prescribing Activities for Developing Gross Motor Skills	I	Activity Folder UIV-M1-A7 File Cards Divider Cards
8 Planning for Implementing A Lesson or Activity for Developing A Gross Motor Skill	I	Activity Folder UIV-M1-A8
9 Implementing Your Plan (Mastery Activity)	I	Activity Folder UIV-M1-A9

I = Individualized

Unit IV

Module 1

Resource Person Directions for Activities

ACTIVITY	DIRECTIONS
1 Module Introduction	Be available to answer questions.
2 Learning about Gross Motor Development	1. Review the activity. 2. Go over the trainees' daily schedule with them.
3 Finding Out What Gross Motor Skills Your Children Have and Need	1. Review the activity. 2. Check trainees observation sheets against the sample sheet. 3. Have trainees redo the observation sheet, if it is not like the sample.
4. Field Activity	None; See Field Supervisor Directions
5. Selecting Equipment and Material In Order to Foster The Development of Gross Motor Skills	1. Review the activity. 2. Be available to answer questions.
6 Field Activity	None; See Field Supervisor Directions.
7 Prescribing Lessons or Activities for Developing Gross Motor Skills	1. Review the activity. 2. Be available to answer questions.

Unit IV

Module 1

Resource Person Directions for Activities

ACTIVITY	DIRECTIONS
8 Planning for Implementing A Lesson or Activity for Developing A Gross Motor Skill	None; See Field Supervisor Directions
9 Implementing Your Plan (Mastery Activity)	None, See Field Supervisor Directions

Unit IV

Module 1

Resource Person Directions for Activities

ACTIVITY 3: SAMPLE SHEET

OBSERVATION SHEET

for

GROSS MOTOR SKILLS

Name of Child: _____

Age: _____

Skills to Be Observed	Can Perform Skill		How Well Child Performs The Skill			Needs of The Child for Developing The Skill		
	Yes	No	Excellent	Fair	Poor	Some Experiences	Lots of Experiences	No More Experiences

Unit IV

Module 1

Field Supervisor Directions for Field Activities

ACTIVITY	PURPOSE(S)	PROCEDURES
4 Field Activity	To have trainees use their observation sheets to identify where three children are in the development of their gross motor skills.	1. Meet with the trainee at her center and review the three observation sheets with her. 2. The trainee should be able to tell you the following: A. what skills each child has, who has been observed, what each child can and cannot do; B. how well each child can do each skill; C. how much help each child needs in developing each skill.
5 Field Activity	To have the trainees apply their knowledge of the importance of appropriate equipment and materials for fostering the development of gross motor skills.	1. Read the activity. 2. Set up a time to meet with each trainee to review the sheets. 3. Make sure that the trainee has completed each sheet and written the correct information. 4. Trainee has satisfactorily completed this activity if all the sheets contain the correct information and are correctly completed. 5. If trainee encounters difficulty, identify the problems and work with her. 6. Have trainee redo the assignment, if necessary.
8 Field Activity	To have trainees do the necessary planning required for providing a lesson or activity which will foster gross motor development.	Independent activity. Render assistance only if requested.

Unit IV

Module 1

Field Supervisor Directions for Field Activities

ACTIVITY	PURPOSE(S)	PROCEDURES
9 Implementing Your Plan	To have trainees implement an appropriate lesson or activity which will foster the development of a needed gross motor skill. This is the mastery activity.	1. Review this Activity and Activity 8. 2. Prior to observation of the lesson or activity, meet with the trainee and review the planning chart, the lesson or activity plan and the observation sheets. (This can be done the same day, you observe) 3. The planning chart and the lesson or activity plan must meet the criteria specified in Steps 1 to 5 in Activity 8. 4. Set a time with the trainee to observe the implementation of the lesson or activity. Observe the trainee to determine: A. if the lesson or activity is an appropriate one for the skill the trainee is working on, (Use trainee list on Page from Activity 7 to determine the appropriateness); B. if the skill is appropriate for the children selected; C. if the children need work on the skill selected; D. if the way in which the trainee is working with the children is helping them develop the skill selected. 5. Trainee must meet the criteria specified above in Step 4 with 85% accuracy to master this activity. 6. If trainee does not achieve mastery, help trainee identify the problem and have trainee repeat that portion of the activity.

Unit IV

Module 1

Trainee Directions

Module 1

TRAINEE _____

INSTRUCTOR _____

FIELD SUPERVISOR _____

	How Many?		
Class Sessions		Community College of Philadelphia	Regularly Scheduled Class Day
Field		At Your Center	Time to Be Scheduled with The Field Supervisor

Unit IV

Module 1

TRAINEE ACTIVITY LIST

ACTIVITY	MODE OF INSTRUCTION	MATERIALS
1 Module Introduction	I	Activity Folder UIV-M1-A1
2 Learning about Gross Motor Development	I	Activity Folder UIV-M1-A2
3 Finding Out What Gross Motor Skills Your Children Have and Need	I	Activity Folder UIV-M1-A3
4 Field Activity	I	Activity Folder UIV-M1-A4 Observation Sheets
5 Selecting Equipment and Material In Order to Foster The Development of Gross Motor Skills	I	Activity Folder UIV-M1-A5
6 Field Activity	I	Activity Folder UIV-M1-A6
7 Prescribing Activities for Developing Gross Motor Skills	I	Activity Folder UIV-M1-A7 File Cards Divider Cards
8 Planning for Implementing A Lesson or Activity for Developing A Gross Motor Skill	I	Activity Folder UIV-M1-A8
9 Implementing Your Plan (Mastery Activity)	I	Activity Folder UIV-M1-A9

I = Individualized

Unit IV

Module 1

Trainee Directions for Activities

ACTIVITY	DIRECTIONS
1 Module Introduction	Read the activity by yourself. If you have any questions, ask your Resource Person.
2 Learning about Gross Motor Development	Read the activity and fill out the daily schedule.
3 Finding Out What Gross Motor Skills Your Child Have and Need	Read the activity and make an observation sheet.
4 Field Activity	Read the activity and follow the directions.
5 Selecting Equipment and Material In Order to Foster The Development of Gross Motor Skills	Read the activity carefully. Follow the directions and fill out your list and make indoor and outdoor designs.
6 Field Activity	Read the activity and follow the directions.
7. Prescribe Lessons or Activities for Developing Gross Motor Skills	Read the activity and fill in the sheets.
8. Planning for Implementing A Lesson or Activity for Developing A Gross Motor Skill	Read the activity and follow the directions.
9. Implementing Your Plan (Mastery Activity)	Read the activity carefully and follow the directions

Unit IV

Module 1

ACTIVITY 1

MODULE INTRODUCTION

In this module, you will learn about gross motor skills. You will learn about gross motor skills as they pertain to preschool children. When children enter preschool, they have already learned many gross motor skills. They have learned to sit up, to crawl, to walk, to run and to climb stairs. All of the things which help children to achieve good balance and move easily are gross motor skills.

In this module, you will learn:

- why gross motor skills are important for preschool children to develop;
- why it is important to spend time teaching gross motor skills;
- how to identify what gross motor skills your children have and need;
- what materials and equipment you can use to teach some gross motor skills;
- how to select the appropriate equipment and materials for developing certain gross motor skills;

Unit IV

Module 1

Activity 1 (cont.)

- how to plan for teaching a lesson or activity which will foster the development of a gross motor skill.

When you have finished this module, you will know and be able to do the following to foster the development of gross motor skills. You will know and be able to:

1. identify the levels of gross motor development;

2. select equipment;

3. prescribe lessons and activities;

4. implement lessons and/or activities.

Unit IV

Module 1

ACTIVITY 2

LEARNING ABOUT GROSS MOTOR DEVELOPMENT

One of the first things children learn is to control their bodies. First, they learn to control their head. When babies are a few days old and you pick them up, their heads flop around. We know to put our hands on the back of their heads to keep them steady. When the babies are just a few weeks old, they no longer need that kind of help.

Lots of things happen the first few months of a baby's life. Babies learn to pick up their head and look around when they are lying on their stomachs. They learn to roll over, to sit with help and later without help. They learn to pull up their heads and chests and support themselves on their arms while they are on their stomachs. Soon they can pull themselves up on their hands and knees with their stomachs off the ground. They learn to sit up from a lying down position. They learn to pull themselves up to a standing position. They learn to walk around holding on to things. And, they learn to walk without holding on to anything.

Some babies do all of the things above. Some babies do not. Some babies never learn to crawl and others do. Some babies walk very early and some walk very late. That is because each person is unique. Each person develops at his or her own rate and in her or his own way. That is what development is.

Activity 2 (cont.)

Children develop ways of moving and getting balance that are best for them. Moving around and getting balance are gross motor skills. Whatever a child does with his arms, legs or body to get balance and move around is how a child uses gross motor skills.

When children are babies, they seem to learn to move and get balance by themselves. We know that until babies' muscles are developed enough, they cannot sit without help and cannot walk alone. As they get ready for preschool, the kinds of things children need to help their muscles continue to grow and develop comes more from the experiences they are offered rather than from their ability to do it themselves. Children will still not be able to do things until their muscles are ready. But, the kinds of things they need to do to keep developing their muscles come from the experiences they are allowed to have. That is why nursery schools have climbing and balancing equipment. Children need lots of chances to practice using their muscles in their arms, legs and body.

Because so much of the the young life of children is spent learning to move and get balance, how well they do these things has a lot to do with how they feel about themselves. Learning to walk, jump, skip and hop are the first skills children do all by themselves. A child will feel good about herself if she can learn to skip or hop well.

Activity 2 (cont.)

It is also important for a child to learn good balance and movement because these things help children do well in school. A child's ability to sit and move her arms easily, can affect her ability to write, hold and read a book.

Your job as a teacher, then, is to provide opportunities for children to develop their muscles and gross motor skills so they can:

1. move easily and achieve good balance;

2. develop a good sense of self-worth;

3. have academic success.

There are many gross motor skills that the children need to learn when they are between the ages of three and five years old. These skills are:

For Three Year Olds

- balance on one foot for a few seconds;
- catch a big ball;
- throw a ball without losing balance;

Activity 2 (cont.)

- jump about 2 feet, landing on both feet;
- walk on the balance board without falling off;
- hop on toes with both feet off the ground at the same time:
- walk up three steps using every other foot on a step without holding on to anything;
- ride a tricycle;
- balance himself well while on his toes;
- carry a cup of water without spilling any of it;
- walk in a squatting position;
- skip on one foot;
- walk down a long flight of stairs holding on to something and using every other foot;

For Four Year Olds

- stand on one foot for a long period of time;
- balance on toes for several minutes;

Activity 2 (cont.)

- walk long distances on tip toes;
- hop about 16 feet on one foot;
- skip with both feet;
- march in time to music;
- kick a soccer ball;
- walk down the stairs using every other foot on a step;
- walk across a balance board very quickly;

Remember, each child develops at her own rate and in her own way.

You have learned in other modules that there are two major ways of teaching things to children. These two ways are formal and informal experiences which provide opportunities for children to develop gross motor skills. Part of your job is to figure out ways of scheduling these experiences in order to help them develop their gross motor skills.

On page 16, first, write down what your daily schedule is for your center. Write what you do each day and how much time you

Activity 2 (cont.)

you take to do each thing. Second, count up how much time is spent on gross motor skills. Write it at the bottom of the page. Third, figure out how much time is spent on formal gross motor experiences and how much time is spent on informal gross motor experiences. Write it at the bottom of the page. Fourth, based on what you now know about gross motor skills and how important they are, decide whether enough time is spent during the day in developing these skills. Write your decision at the bottom of the page.

If you are not happy with the amount of time spent on developing gross motor skills, develop a new schedule on page 18, which you think is better. Go over your schedule with your Resource Person.

Unit IV

Module 1

Activity 2 (cont.)

Daily Schedule

Time spent on gross motor skills: _____minutes.

Time spend on formal gross motor experiences: _____minutes.

Time spent on informal gross motor experiences: _____minutes.

Is enough time spent on gross motor experiences?:

_____Yes _____No

Activity 2 (cont.)

If your answer is yes, go over your schedule with your Resource Person.

If your answer is no, develop a new schedule which will have more time. Go over your new schedule with your Resource Person.

Unit IV

Module 1

Activity 2 (cont.)

New Daily Schedule

Time to be spent on gross motor skills :_____.

Time to be spent on formal gross motor experiences:_____.

Time to be spent on informal gross motor experiences:_____

_____.

Unit IV

Module 1

ACTIVITY 3

FINDING OUT WHAT SKILLS YOUR CHILDREN HAVE AND NEED

In Activity 2, you learned what gross motor skills three-year-old children need to learn and what gross motor skills four year old children need to learn. If you think about the children you work with, there are probably some children who can do some of the things on the list, all of the things on the list, or very few of the things on the list. In order to teach children the skills they need, you must find out what skills they have and what skills they do not have. One way to find out what skills your children have is to observe them doing different kinds of things. You will want to observe them doing things that call on them to use gross motor skills. While you are observing them, you will want to make a note of what they can and cannot do. You will need an observation sheet to keep your record.

In this activity, you will make an observation sheet so that you can observe some children in your own classroom to find out what their needs are for developing gross motor skills. This is what you will need to do:

1. Turn to the last page of this activity. You will find an outline of an observation sheet.

2. In the box at the top of Column A, write: "Skills To Be Observed".

Unit IV

Module 1

Activity 3 (cont.)

3. In the box at the top of Column B, write: "Can Perform Skill".

4. In the box at the top of Column C, write: "How Well Child Performs the Skill".

5. In the box at the top of Column D, write: "Needs Of The Child For Developing the Skill".

6. In Column B, draw a line from the middle of the bottom of the top box at the top of the column, to the bottom of the page. You should now have two columns in Column B and two boxes under the large box at the top of the columns. In the first small box, write: "Yes". In the other small box, write: "No".

7. In Column C, draw two lines from the bottom of the box at the top of the column to the bottom of the page so that you have three columns in Column C. You should now have three columns in Column C and three small boxes under the large box at the top of the column. In the first small box, write: "excellent". In the second small box, write: "fair". In the third small box, write: "poor".

8. In Column D, draw two lines from the middle of the bottom of the box at the top of the column to the bottom of the page so that you have three columns in Column D. You

Unit IV

Module 1

Activity 3 (cont.)

should now have three columns in Column D and three small boxes under the large box at the top of the column. In the first small box, write: "some experiences" In the second small box write: "lots of experiences". In the third small box, write: " no more experiences".

When you have finished all eight steps, show your observation sheet to your Resource Person. She has a completed observation sheet and yours should look just like the one she has. If your observation sheet is not right, find out what is wrong. Ask your Resource Person for another sheet and do it again.

You have just prepared an observation sheet which you can now use to observe some of the children in your room. This observation sheet will help you find out the following:

A. what gross motor skills a child does or does not have. (Column B will give you this information)

B. how good a child is in each skill. (Column C will give you this information).

C. how much help, if any, a child needs to improve his skills. (Column D will give you this information).

Once you have this information for your children, you can plan specific activities inside and outside to help them improve their gross motor skills.

Unit IV

Module 1

OBSERVATION SHEET
FOR
GROSS MOTOR SKILLS

Name of Child: _____

Age of Child: _____

Activity 3 (cont.)

A	B	C	D

Unit IV

Module 1

ACTIVITY 4

FIELD ACTIVITY

For this field activity you will:

1. Select three children in your classroom to observe for gross motor skills.

2. Make two observation sheets like the one you did in Activity 3.

3. Select the gross motor skills from Activity 2 that you want to observe in each child. The skills you select should have to do with the age group that you teach. (Write these skills in Column A.).

4. Observe each child.

5. Place the information from your observation on your observati sheet.

6. Use a different observation sheet for each child.

When you observe each child, you will write:

1. whether or not the child can do the skill. You will put a check in either the "Yes" or "No" column in Column B if he can or cannot do the skill you are observing him for.

Unit IV

Module 1

ACTIVITY 4

FIELD ACTIVITY

2. How good the child is at doing the skill. You will put a check in the "Excellent", "Fair" or "Poor" columns in Column C, depending on how good the child is at the skill you are observing him/her for. If the child cannot do the skill you do not have to fill in this column.

Remember, while you are observing, put checks in Column B and C only. When you have finished observing, you are ready to fill in Column D in the following way:

Look at what information columns B and C give you for each skill you observed. Based on that information, fill in Column D. Remember to place a check in one of the columns which says some experiences, lots of experiences or no more experiences. Do that for each skill.

Example:

If your information in Column B tells you the child can perform the skill, and your information in Column C tells you she does an excellent job you would put a check in the column reading "No more experiences". That means the child does that skill so well that she does not need any help in developing it. If the information in Column B tells you the child can perform the skill but you have checked the poor column in

Unit IV

Module 1

Activity 4 (cont.)

in Column C, you will probably put a check in the column reading "Lots of Experience". If you have put a check in the "No" column in Column B there is no need to do anything in Column C or D. The "No" tells you that the child needs experiences for developing that skill.

Some of the skills you are to observe may not be skills that a child usually does like playing with a ball. If that is so, make arrangements with the other teacher in your classroom to play ball with the children you are observing so you can check them off on that skill. To do this, you will have to read over the skills a day or two before you observe. You will have to pick out the skills you may have to arrange things for so you can observe it. Then make arrangements with the other teacher for her help. This may mean that it will take more than one day to observe each child. That is alright. When you have finished, contact your Field Supervisor and set up a time for her to visit you.

Your Field Supervisor will want to know the following:

1. What skills each child can or cannot do;

2. How well each child can do each skill;

3. How much help each child needs in developing the skill.

Unit IV

Module 1

ACTIVITY 5

SELECTING EQUIPMENT AND MATERIALS IN ORDER TO FOSTER THE DEVELOPMENT OF GROSS MOTOR SKILLS

So far, you have learned what gross motor skills three-year-old children should have and what gross motor skills four-year-old children should have. You have learned why they are important for children and why they are important for you to know about when you work in a preschool. You have also learned how to find out what gross motor skills your children have and need help with. The next thing you need to know about is what equipment and materials are available in your center so that you can teach the children the gross motor skills they need to learn.

In this activity, there is an equipment sheet for developing gross motor skills. In the column marked "Skill" list all of the gross motor skills for three or four year olds. Choose the skills for the age group that you teach. You may get the skills from Activity 2. Leave a big space between each skill that you write down. When you have finished making a list of the skills, go back to the first one on your list. Think about all of the different ways you could teach that skill. Think about what equipment and/or materials you would need to teach the skill for the ways that you thought. Next think about what equipment and/or materials you have in your center which could teach the skill. In the column marked "Indoor Equipment and Materials", write down next to each skill all of the

Activity 5 (cont.)

equipment and materials you can think of that you have in your center which can be used to teach your children this skill. Do the same thing in the "Outdoor Equipment and Materials" column.

Do this for every skill in your "Skill" column.

When you have finished filling in your sheet, go over the equipment and materials that you have written down for each skill. Think about whether you have enough equipment for teaching the skills. If you do not think you have enough, you may want to speak to people at your center to get the equipment you need. Talk to others in your class about your list. Compare your list with others. Find out what equipment and materials they have listed that you have not.

Make a new list. This time, put down all of the equipment and materials you can think of that can be used to teach each skill. Do not put down just the equipment and materials you have in your center. Put down the equipment and materials you have in your center as well as the equipment and materials you think you should have. You may work with others to make up your new list.

When you have made up your new list, think about setting up a classroom where you can have the equipment and materials needed to foster gross motor skills development. Do not

Unit IV

Module 1

Activity 5 (cont.)

think about your classroom. Think about a "perfect" classroom for fostering gross motor skill development. Draw your ideas on the sheet marked "Indoor Design of A Classroom to Foster Gross Motor Skills".

Think about outdoor facilities for gross motor skill development. Do not think about what you have, think about a perfect" playground. Draw your idea on the sheet marked "Outdoor Design of A Playground to Foster Gross Motor Skills".

When you have finished, share your ideas with others. Add or change your designs if you want to. Take your designs and equipment and materials sheet home with you. You will need it for your Field Activity.

Unit IV

Module 1

Activity 5 (cont.)

EQUIPMENT FOR
DEVELOPING GROSS MOTOR SKILLS

SKILL	Indoor Equipment and Materials	Outdoor Equipment and Materials

Unit IV

Module 1

INDOOR DESIGN OF CLASSROOM TO FOSTER GROSS MOTOR SKILLS

Unit IV

Module 1

OUTDOOR DESIGN OF PLAYGROUND TO FOSTER GROSS MOTOR SKILLS

Unit IV

Module 1

ACTIVITY 6

FIELD ACTIVITY

In this activity, you will:

1. Compare your design for indoor and outdoor facitities with what you have now at your center.

2. Make a note of what is missing in your center.

3. Make a note of what you can change in your center to improve it. The changes should be in arrangement and placement of equipment and material.

4. Draw a design of your classroom and the playground which shows the changes you would make which would foster the development of gross motor skills.

5. Make a list of the changes you have made and say why you have made each one.

In order to do this assignment, you will need to do the following things:

1. Take your "perfect" design from Activity 5 into your classroom. Look at your room and look at your design.

Unit IV

Module 1

Activity 6 (cont.)

2. Take the sheet marked "Comparison of Your Indoor Design with Your Classroom" and in the column marked "Perfect Design", write down all the things you have in your design from Activity 5. In the column marked "Classroom", write down all of what you see in your classroom. Look at your two lists and in the section marked "What's Missing?", write down what is missing in your classroom based on what you have in your "Perfect" design. Look at the "What's Missing?" list. Are there any changes you can make in your classroom to make it more perfect? Write those things down in your "What Changes Can Be Made" section of your sheet.

3. Take your "Perfect" design for outdoor facilities from Activity 3. Take your sheet marked "Comparison of Your Outdoor Design with Your Outdoor Facilities". Do the same thing on this sheet that you did to your classroom sheet.

4. Draw a design of your classroom that includes the changes on your list from your "Indoor Comparison" Sheet. Draw it on the Design Sheet in this activity.

5. Draw a design of your outdoor facilities that includes the changes on your list from your outdoor comparison sheet. Draw it on the "Outdoor Design" sheet in this activity.

Unit IV

Module 1

Activity 6 (cont.)

6. On the sheet marked "Proposed Changes in Indoor Facilities", write it in the column marked "Proposed Change", what changes you made in your design. Next, in the column marked "How Is It Better?", write down how you think the changes you made make your classroom better for developing gross motor skills. In the last column, marked "Why Is It Better?", write down why you think your change is better.

7. Do the same thing for your outdoor facilities. Write it down on your sheet marked "Proposed Changes in Outdoor Facilities".

8. Contact your Field Supervisor and set up a time for her to visit you. She will want to go over your sheets with you.

Unit IV

Module 1

Activity 6 (cont.)

COMPARISON OF MY INDOOR DESIGN
WITH
MY CLASSROOM

PERFECT DESIGN	CLASSROOM
WHAT'S MISSING?	WHAT CHANGES CAN BE MADE?

Unit IV

Module 1

Activity 6 (cont.)

COMPARISON OF MY OUTDOOR DESIGN
WITH
MY OUTDOOR FACILITIES

PERFECT DESIGN	OUTDOOR FACILITIES
WHAT'S MISSING?	WHAT CHANGES CAN BE MADE?

Unit IV

Module 1

Activity 6 (cont.)

DESIGN OF CLASSROOM

TO

FOSTER DEVELOPMENT OF GROSS MOTOR SKILLS

Unit IV

Module 1

Activity 6 (cont.)

DESIGN OF OUTDOOR FACILITIES
TO
FOSTER DEVELOPMENT OF GROSS MOTOR SKILLS

Unit IV

Module 1

Activity 6 (cont.)

PROPOSED CHANGES IN INDOOR FACILITIES
WHICH WILL FOSTER DEVELOPING GROSS MOTOR SKILLS

PROPOSED CHANGE	HOW IT IS BETTER	WHY IT IS BETTER

85

86

Unit IV

Module 1

Activity 6 (cont.)

PROPOSED CHANGES IN OUTDOOR FACILITIES
WHICH WILL FOSTER DEVELOPING GROSS MOTOR SKILLS

PROPOSED CHANGE	HOW IT IS BETTER	WHY IT IS BETTER

Unit IV

Module 1

ACTIVITY 7

PRESCRIBING LESSONS AND ACTIVITIES FOR DEVELOPING GROSS MOTOR SKILLS

You have just learned how to arrange your classroom and outdoor facilities in order to foster the development of gross motor skills. In this activity, you will learn what some of the lessons and activities are which foster the development of gross motor skills and which skills your lessons and activites will help develop. You will also identify the materials and equipment you will need for each lesson and/or activity.

Because you are already working with young children, you probably know some lessons and activities which foster the development of gross motor skills. What you may not have thought of is what lessons and activities teach which skill. In this activity, you will find a sheet called "Lessons and Activities for Fostering the Development of Gross Motor Skills". You are to do the following:

1. In the column labeled "Lesson", write all of the lessons you can think of that teach gross motor skills.

2. In the columns labeled "Activity" write all of the activities you can think of that foster gross motor skills.

3. Share your lessons and activities with others in your class. Add lessons and activities that you had not thought of. If you need help, ask your Resource Person.

Activity 7 (cont.)

4. Next to each lesson and activity, in the columns labeled "Skill", write the skill it will teach. Remember, think carefully before you write! Do not worry if you find that some lessons and activities teach the same skill or that one lesson or activity teaches more than one skill. Try to have a few lessons and activities for each skill.

5. When you are satisfied with your lists, go over them with your Resource Person. You are ready to go on only when you and your Resource Person agree that your lists are complete.

6. Choose five lessons and five activities from your lists. Write them on the proper cards and place them in your file box. Place them in the section of your file box labeled "Gross Motor Skills".

On page 44, you will find a sheet marked "Lessons, Activities, Equipment and Materials for Developing Gross Motor Skills", in the column labeled "Skill", write down a skill for children of the age group you work with. In the second column, write down all of the lessons and activities you know that will teach that skill. In the third column, write the equipment and materials you would need to teach each lesson and activity you wrote in the middle column. In the fourth column, write your reasons for selecing these lessons and activities and the equipment and materials for the skill you identified. Do all of the above for every skill on your list.

Unit IV

Module 1

Activity 7 (cont.)

LESSONS AND ACTIVITIES FOR FOSTERING THE DEVELOPMENT OF GROSS MOTOR SKILLS

GROSS MOTOR LESSONS		GROSS MOTOR ACTIVITIES	
SKILL	LESSON	SKILL	ACTIVITY

Unit IV

Module 1

Lessons, Activities, Equipment and Materials for Developing Gross Motor Skills

SKILL	LESSONS AND/OR ACTIVITIES	EQUIPMENT AND MATERIALS	REASON WHY THE LESSON OR ACTIVITY IS APPROPRIATE FOR THAT SKILL

Unit IV

Module 1

Activity 7 (cont.)

SUMMARY

You have just completed a list of all of the gross motor skills for the age group you are teaching. You now know what lessons and activities will teach the skills and what equipment and materials you will need for each lesson and activity. You are getting ready to teach these skills in your center. In the next activity, you will plan for teaching a lesson or activity to some children to help them develop a gross motor skill.

Unit IV

Module 1

ACTIVITY 8

PLANNING FOR IMPLEMENTING A LESSON OR ACTIVITY FOR DEVELOPING A GROSS MOTOR SKILL

All preschools have equipment and materials for teaching gross motor skills. All preschools have times set aside each day for teaching gross motor skills. It is important for teachers to know what skills the equipment can and do teach, why children need to develop these skills and which skills each child needs to work on. If the teacher does not know these things, then children end up just "playing". They do not have the opportunity to develop their muscles in an organized way.

Teachers also need to know what things are just right for certain children to work with. Since we know it is important for children to feel good about themselves, a teacher must know what lessons, activities and equipment are good for each of her/his children. That is what this module has been all about.

Mastery for this module will be teaching a lesson or activity to three children who need to work on the same skill. In order to do this, you will need to do some careful planning. You will need to do the following:

1. Identify and select three children who need to work on the same skill. To do this, you will observe some children using the observation sheets at the end of this activity, and you will select three children and the skill based on your observations.

Unit IV

Module 1

Activity 8 (cont.)

2. After you have identified the three children and the skill they need help with, select a lesson or activity which will teach or foster the development of the skill they need. (Select your lesson or activity from those on your list in Activity 7).

3. Write a lesson or activity plan for teaching the skill.

4. Turn to Page 51 which is your planning chart. In the column on your left, list the names of the children you will be teaching. In the center column, write the skill you will be teaching them. In the column on your right, write the lesson or activity you will be using to teach or foster the development of that skill.

You are ready to implement your lesson or activity, only when you have completed Steps 1 through 5. You will need this planning chart and your lesson or activity plan to give to your Field Supervisor when she visits you.

Unit IV

Module 1

OBSERVATION SHEET
FOR
GROSS MOTOR SKILLS

Name of Child: _____

Age of Child: _____

Activity 8 (cont.)

A	B	C	D

Unit IV

Module 1

OBSERVATION SHEET
FOR
GROSS MOTOR SKILLS

Name of Child: _____

Age of Child: _____

Activity 8 (cont.)

A	B	C	D

Unit IV

Module 1

OBSERVATION SHEET
FOR
GROSS MOTOR SKILLS

Name of Child: _____

Age of Child: _____

Activity 8 (cont.)

A	B	C	D

Unit IV

Module 1

PLANNING CHART

NAME OF CHILDREN TO BE TAUGHT	NAME OF SKILL TO BE TAUGHT	LESSON OR ACTIVITY TO TEACH THE SKILL

100

101

Unit IV

Module 1

ACTIVITY 9

IMPLEMENTING YOUR PLAN

For this mastery activity, you will implement the lesson or activity to teach or foster the development of a gross motor skill to the children you selected in Activity 8. When you are ready to do your lesson or activity, contact your Field Supervisor and set a time for her:

1. to review your planning chart from Activity 8;

2. to review your lesson or activity plan from Activity 8;

3. to review your lists from Activity 7;

4. to observe you implementing your lesson or activity.

When she observes you, she will be looking for the following things:

1. to see if the lesson or activity is a good one for the skill you are helping develop;

2. to see if the skill is right for the children you selected;

3. to see if the children need work on the skill you have selected;

Activity 9 (cont.)

4. to see if the way you work with the children is helping them develop the skill you selected.

Before your Field Supervisor comes to observe you, think about each of these things. Check to be sure that the children you have selected need to learn the same skill; that the skill you have selected is the right skill for them; and that the lesson or activity you have selected is a good one for developing the skill. If you are not sure, reread the parts of the module which will help you make these decisions (Activities 3, 4, 7 and 8).

Do not contact your Field Supervisor until you feel you are ready to be observed.

UNIT IV

MODULE 1

PROBLEM SOLVING

Unit IV

Module 1

PROBLEM SOLVING

1. What does it mean if your children already have the gross motor skills that he/she should have for their age?

2. Do you need to teach them other gross motor skills and if so what skills?

3. What does knowing that this child has all of the skills tell you about his or her gross motor development?

4. What special planning is necessary for this kind of child?

COMMENTS TO RESOURCE PERSON

The purpose of the above set of questions is to:

1. Make sure the trainees have a good understanding of development.

2. Make sure the trainee has an understanding that skills go in a developmental sequence.

3. Make sure the trainee understands that if a child has all of the skills of his or her age group that the child can be offered the next set of skills, even though she may be young chronologically.

Unit IV

Module 1

Problem Solving (cont.)

4. Make sure the trainee does not ignore this kind of child but instead knows to plan special activities for him.